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U.S. Higher Education System



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<http://www.usembassy-mexico.gov/biblioteca.htm>

Magazine Articles

Allen, William B. Education as Metier: Finding the Fabulous in the Universal. **Academic Questions**, Fall 1999, Vol. 12 Issue 4, p. 28-40.

Clinton William. Remarks on Launching the Agenda for Higher Education and Lifetime Learning. **Weekly Compilation of Presidential Documents**, January 24, 2000, Vol. 36 Issue 3, p. 117-121.

Epper, Rhonda Martin. Applying Benchmarking to Higher Education. **Change**, Nov/Dec 1999, Vol. 31 Issue 6, p. 20-32.

Katz, Richard N. Competitive strategies for higher education in the information age. **Educom Review**, Sep/Oct 1999, Vol. 34 Issue 5, p. 38-46.

Kinnaman, Daniel E Progress Report. **Curriculum Administrator**, Feb 2000, Vol. 36 Issue 2, p. 110-111.

Michael, Steve O Trustees' level of satisfaction and strategies for improving satisfaction: A comparative analysis of higher education sectors. **Journal of Higher Education Policy & Management**, Nov 1999, Vol. 21 Issue 2, p. 173-192.

Neimark, Marilyn Kleinberg. If It's So Important, Why Won't They Pay For It?: Public Higher Education at the Turn of the Centur. **Monthly Review: An Independent Socialist**

Magazine, Oct 1999, Vol. 51 Issue 5, p. 20-32.

Other Voices: Give higher ed a shot of the free market. **Crain's Detroit Business**, February 21, 2000, Vol. 16 Issue 8, p. 9-13.

Roach, Ronald. The Higher Education Technology Revolution. **Black Issues in Higher Education**, August 19, 1999, Vol. 16 Issue 13, p. 92-97.

Rothman, Stanley. Symposium: What Is Higher Education's Responsibility to Society? **Academic Questions**, Fall 1999, Vol. 12 Issue 4, p. 13-19.

Web Sites

U.S. Department of Education.

The site contains a vast ocean of information on education issues. By visiting the site, you'll be able to find Educational Statistics, reports and U.S. Government initiatives on education.

<http://www.ed.gov/>

ERIC.

ERIC is the world's largest source of education information, with more than 1 million abstracts of documents and journal articles on education research and practice. The version of the Database, updated monthly with the latest citations available, provides access to ERIC Document citations from 1966 through February 2000 and ERIC Journal citations from 1966 through February 2000. Begin by entering your search terms and using the pull-down

menus below. Searching assistance is also available below.

<http://ericir.syr.edu/Eric/>

National Library of Education.

NLE is the federal government's main resource center for education information.

<http://www.ed.gov/NLE/>

USNEI

USNEI presents basic information about education in the United States that is of interest to people outside our country, specially students, counselors, government officials, and the general public.

<http://www.ed.gov/NLE/USNEI/HP0B1.html>

Digest of Education Statistics.

Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES).

<http://nces.ed.gov/pubs99/digest98/>

Achieve.

Achieve is a resource for governors, business leaders, others seeking to improve student achievement and raise the level of educational standards. Its web site includes annual reports, information on benchmarking and other initiatives, and a national clearinghouse database for researching academic standards.

<http://www.achieve.org/achieve/achievestart.nsf?opendatabase>

Reports

The Educational System in the United States: Case Study Findings, March 1999.

<http://www.ed.gov/PDFDocs/UScasesstudy.pdf>

Goals 2000: Flexible Funding Supports State and Local Education Reform. [Text] [PDF] HEHS-99-10, Nov. 16, 1998 (45 pages).

<http://www.gao.gov/AIndexFY99/abstracts/he99010.htm>

Fast Facts

Most popular majors

{PRIVATE}Question:

What are the most popular majors for post secondary students?

Response:

The number of degrees conferred in the humanities and the social and behavioral sciences has grown since the mid-1980s, after declining for several years. Combined with business management degrees, these three types of degrees have constituted half or more of all degrees conferred since 1971.

Between 1977 and 1995, blacks and Hispanics were more likely than whites to earn bachelor's degrees in the social and behavioral sciences, while whites were more likely to earn degrees in the natural sciences (see supplemental table 29-1). After a sharp decline between 1986 and 1992, the number of degrees conferred in computer sciences and engineering leveled off between 1993 and 1995. The percentage of degrees conferred in health sciences

was twice as large in 1995 as it was in 1971 (7 versus 3 percent), while the percentage of degrees conferred in education decreased by more than one-half during the same period (21 versus 9 percent).

Source:

<http://nces.ed.gov/fastfacts/display.asp?id=37>

Highest enrollment levels

{PRIVATE}Question:

Which colleges have the highest enrollment levels?

Response:

In 1996, the five colleges with the highest enrollments were Community College of the Air Force in Alabama with 63,123 students, University of Minnesota Twin Cities with 51,388 students, Miami-Dade Community College in Florida with 48,795 students, Ohio State University, Main Campus with 48,352 students, and the University of Texas at Austin with 48,008 students enrolled.

Source:

<http://nces.ed.gov/fastfacts/display.asp?id=74>

Expenditures

{PRIVATE}Question:

How much does the U.S. spend on higher education?

Response:

In 1995-96, the total public and private institution current fund expenditures per student were \$18,383. Overall spending per full-time equivalent student increased at all higher education institutions from the mid-1980s until 1995-96. Private institutions invested more money per student than public institutions, especially at private, four-year institutions.

Source:

<http://nces.ed.gov/fastfacts/display.asp?id=75>

NATIONAL CENTER FOR EDUCATION STATISTICS

Enrollment in Higher Education: Fall 1995

May 1997

(NCES 97-440)

Highlights

Enrollment in All Postsecondary Institutions

In fall 1995, there were about 15.1 million students enrolled in postsecondary institutions, of whom 14.3 million were enrolled in institutions of higher education (IHEs). Of the total, about 0.5 million were nonresident aliens.

Of the U.S. citizens and resident aliens enrolled in any postsecondary institution, 74.1 percent were white, non-Hispanic; 11.0 percent, black, non-Hispanic; 8.2 percent, Hispanic; 5.7 percent, Asian or Pacific Islander; and 1 percent, American Indian or Alaskan Native.

Other postsecondary institutions served a higher proportion of minority students (35.1 percent) in 1995 than did IHEs (25.3 percent).

Enrollment in Institutions of Higher Education

White students composed 72.3 percent of the population of students enrolled in IHEs, while the remaining 27.7 percent of students were black (10.3 percent), Hispanic (7.7 percent), Asian (5.6 percent), American Indian (0.9 percent) and nonresident aliens (3.2 percent).

Women composed the majority of all students in higher education (55.5 percent), but only 41.6 percent of the

students enrolled in first-professional schools. Almost two-thirds (66.4 percent) of all black graduate students were women.

Over half (54.5 percent) of all students enrolled in IHEs were between 18 and 24 years of age. However, enrolled men tended to be younger than enrolled women, with 57.3 percent of men and 52.2 percent of women between the ages of 18 and 24. Only 15.1 percent of enrolled men were over 34, compared to 21.4 percent of enrolled women.

Types of Institutions

About 78 percent of all students in IHEs attended public institutions. However, among postbaccalaureate students, 60.6 percent of first-professional students attended private institutions, while 37.2 percent of graduate students did so.

Among all students, 61.5 percent attended 4-year institutions, as did 55.1 percent of all undergraduates. Among students in public institutions, more than half (52.4 percent) attended 4-year institutions, while among students in private institutions, 93.2 percent attended 4-year institutions. The vast majority of students attending 2-year institutions, 96.1 percent, attended public institutions.

Among undergraduate students attending 4-year institutions, a higher percentage of Hispanic, Asian, and American Indian students (72.5 percent to 79.1 percent), than white and black students (68 percent) attended public institutions.

Attendance Status

Overall, 58.4 percent of undergraduate students attended school full time, as

did 89.5 percent of first-professional students and 41.4 percent of graduate students.

Asian undergraduates were more likely to attend school full time than were undergraduates in any other racial/ethnic category (61.2 percent versus 51 percent to 59 percent), while Hispanic and American Indian undergraduates were less likely to attend full time than were white or black students (51 percent and 56 percent versus 59 percent and 58 percent).

Changes in Enrollment

Since 1992, total college enrollment has decreased every year, resulting in a 1.5 percent decrease overall. These decreases are primarily attributable to lower enrollments in public institutions, which decreased by 2.5 percent since 1992. Of all the institutional sectors, increases in enrollment between 1991 and 1995 occurred only in private 4-year institutions.

All of the decreases in undergraduate enrollment in all types of institutions occurred among white students. Between 1991 and 1995, the number of Hispanic undergraduates increased by 25.8 percent, Asians increased by 23.9 percent, American Indians by 14.1 percent, and blacks by 8.5 percent.

The number of graduate students from all racial/ethnic groups increased between 1991 and 1995, although the number of white graduate students increased at a considerably lower rate than the number of minority graduate students (1.9 percent versus 32.2 percent).

Enrollment by State

Nationally, 81.0 percent of undergraduates were enrolled in public

institutions. By state, the percentage of undergraduates in public institutions ranged from a high of 98.6 percent in Nevada to a low of 21.3 percent in the District of Columbia, with 19 states below the national average.

Changes in enrollment since 1991 also show variations by state. Summarizing over all states, enrollment has decreased in 23 states and the District of Columbia, with the decreases ranging from 0.1 percent in Virginia to 10.2 percent in California. On the other hand, enrollment has increased in 25 states, with increases ranging from 0.4 percent in Arizona to 14 percent in Alabama. In 2 states, there was no change.

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Source:

<http://nces.ed.gov/pubs97/97440.html>